DOCUMENT RESUME

ED 039 184 SP 003 860

AUTHOR	Simpson, Ray H.; Seidman, Jerome M.
TITLE	Student Evaluation of Teaching and Learning.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE	62
NOTE	43p.
AVAILABLE FROM	American Assn. of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036 ($0.50)
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.25
DESCRIPTORS	*Course Evaluation, *Evaluation Methods, *Evaluation Techniques, *Questionnaires, *Teacher Evaluation

ABSTRACT

This booklet is a guide for teachers wishing to develop their own teacher evaluation questionnaire to be filled out by students. The first part contains an outline for constructing the questionnaire and giving directions to students. The second part contains illustrative questions under the topics of: general evaluation of the course; course purposes and goals; course content and resources; course organization and methods; teacher knowledge of subject matter; teacher personality; human relations in the classroom; encouragement of thinking; assignments; testing, evaluating, marking; and the amount of time and work on a course. The questions under each topic are divided into three categories: open-ended; check-list; and rating scale. It is suggested that the teacher select questions from the topics and caregories he prefers, and that he then use the outline to set up his own questionnaire. The booklet also includes a five-page annotated bibliography on different theories and methods of teacher evaluation. (RT)

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ED039184

Student Evaluation of Teaching and Learning

ILLUSTRATIVE ITEMS FOR TEACHER SELF-EVALUATIVE INSTRUMENTS

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THE AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

1962

SP003860

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Library of Congress Catalog Card Number: 62-16589

Second Printing, 1966

Price $0.50 per copy

Order from
Edward C. Pomeroy, Executive Secretary
The American Association of Colleges
for Teacher Education
1201 16th St., N.W., Washington 6, D.C.

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PREFACE

The results of a recent questionnaire survey of more than 1200 college teachers indicated considerable interest in trying out evaluative questionnaires or check lists to be filled out by their students.[1] The survey also revealed that many instructors interested in such self-evaluation are unable to locate questionnaires or items appropriate to their individual needs.

The 291 items in this report are offered to meet the varied needs of teachers with differing course objectives, content, and teaching procedures.[2] Certainly no one instructor will want to use more than a limited number of the items.

The presentation in "cafeteria style" of this large number and great variety of evaluative items is based on the assumption that it is generally desirable to provide the instructor with raw material to consider against the background of his own teaching goals and procedures. He then can fashion his own evaluative questionnaire or tool, selecting some items from this publication, modifying others, and developing or creating additional items. In selecting desirable items, the instructor should depend upon his purposes in gathering reactions from his students. The reader will note that there is a choice of items designed to assess reactions on the same factor. If the teacher desires to compare his teaching goals or procedures with those of other instructors, then he should select or formulate items geared to this purpose. On the other hand, if the instructor is primarily interested in identifying specific areas where students see weaknesses in his course or his teaching, then items should be included which help achieve this goal. New data can be compared with that kept on file from earlier classes. Differences can give clues to improvements needed or accomplished.

In some institutions the faculty or departments of the institution may wish to formulate and use questionnaires employing items from this publication as source material. The grouping of items under Chapter Two in the Table of Contents can aid the instructor in locating items in those areas with which he is concerned. For example, if he wants to obtain student reactions to his assignments he will note in the Table of Contents under IX (Assignments) that items numbered 202 to 205 are open-ended ones related to assignments; items 206-225 are check-list ones; and items 226-230 suggest rating scales. In developing and selecting items and in formulating a questionnaire, the instructor should probably keep these questions in mind:

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[1]Simpson, Ray H., "Use of Teacher Self-Evaluative Tools for the Improvement of Instruction." AACTE Bulletin Vol. XIII, No. 9, December 30, 1960.

[2]The writers gratefully acknowledge the encouragement and help of their colleagues and of the Subcommittee on the Improvement of Instruction of The American Association of Colleges for Teacher Education. In addition to the senior author of this report, the Subcommittee consisted of Chairman Harold E. Hyde, Paul M. Allen, W. E. Engbretson, Carl Gross, Harry B. Heflin, Richard E. Lawrence, Truman M. Pierce, and Herbert Schueler.

(a) What do I think is important to improve in my teaching? (b) In what areas do I believe existing departmental or other restrictions will permit me to change? (c) In what areas am I willing to change?

There is the implicit assumption here that continuous feedback from learners on their course experiences may cause the instructor to re-examine and revise his teaching goals and procedures. There is some evidence that this may result in improved instruction.

The writers believe that instructors can learn much by sharing their experiences in using student evaluation of teaching and learning. The sharing of items and results with a colleague may be useful. It is also suggested that not only are classroom visitations and discussions with colleagues profitable but also that more publications describing feedback experiences and findings would be valuable.

R.H.S.
J.M.S.

March 1962

Chapter One

HOW THE INSTRUCTOR CAN DEVELOP HIS OWN EVALUATIVE TOOL

The material in this bulletin is arranged so that the instructor can set up and develop his own evaluative tool. First the instructor may wish to consider what information about the students and class is pertinent and desired. Then he can decide on the areas about which he would like to get student reactions. After the areas have been selected he next decides on the form or forms of the questions. And finally he selects from Chapter Two the specific items that most nearly relate to his teaching goals and procedures, modifies other items, and prepares new items.

For example, the areas about which information might be solicited by a particular instructor may be: (a) course purposes and goals (Area II), (b) teacher personality as seen by the students (Area VI), and (c) student reactions to assignments (Area IX). The instructor may decide to use some open-ended questions and some check-list items. He then sets up his own custom-tailored evaluative tool to get the reactions from his students.

The following framework might be used by the instructor in building his own student-evaluation of class and of instructor:

I. Identifying Data. Suggestions can be found below.

II. General Directions to Students. Suggestions on pages 2-3.

III. Specific Directions for:

A. Open-ended items. Suggestions on pages 3-4.

B. Check-list items. Suggestions on pages 4-5.

C. Rating-scale items. Suggestions on pages 5-7.

IV. Ranking and Forced-Choice Approaches to Student Evaluation of Teaching and Learning. Suggestions on pages 7-10.

* * * * *

I. Identifying Data. (The instructor may choose items relevant to his course and to his purposes in teaching the course.)

Date _____ Course number _____

Course title _____ Class _____

Major of student _____ Year in school _____

Instructor's name _____ Sex of student _____

Age (nearest birthday) _____

Why are you taking this course?
(Check items that apply.)

1. _____ It is required.

   a. _____ Required but I would have taken it anyway.

   b. _____ If not required I would not have taken it.

2. _____ Chosen from a group of courses, several of which are required.

3. _____ It is an elective course.

4. _____ Popularity of the instructor.

5. _____ A "snap" course.

6. _____ It was suggested by: (underline which) advisor, friend,

   parent, _____
   other (write in)

7. Other reasons for taking this course: (please specify)

   _____

II. General Directions to Students. (The instructor may wish to select from among the following sample directions, modify them, and add to them.)

A. Illustrative directions related to purpose of questionnaire

1. The primary purpose of asking you to give your opinions on the following questions is to improve the course.

2. This questionnaire is designed to get your judgments on the value of this course. These will be used to assist the instructor in making the course more beneficial.

3. Your teacher has requested that you be asked to answer this questionnaire. The completed questionnaires or the results will be given to the instructor for his use. (Note: Appropriate when the form is distributed by an administrator or supervisor.)

4. The purpose of this questionnaire is to help your instructor discover his strong and weak points.

5. This questionnaire is designed to give your teacher a better understanding of the areas in this course that need strengthening.

B. Illustrative directions related to ways in which to respond to questions

1. The teacher would appreciate your frank opinion of the work in this course.
2. It is requested that you do not put your name on this paper or make any other marks on the paper that could identify you.
3. By giving thoughtful responses you can help the instructor evaluate his teaching effectiveness.
4. You may wish to print your answers rather than write them out.
5. Please comment freely on any points which you feel will clarify your answers. Teachers frequently find such comments extremely valuable.

C. Illustrative directions related to the disposition of questionnaires

1. Please be completely frank in answering this questionnaire. Your answers will be seen only by your instructor; they will not be seen by other teachers or administrators.
2. A group or committee of students will collect your papers (questionnaires) and hold them until your marks are in. (Note: This would apply to end-of-semester evaluation.)
3. Your comments will be considered confidential. You are asked to sign your evaluation (on the cover sheet which will be detached later), but your name will not be used in any report of results to the instructor or any one else. (Note: Useful when questionnaire is given by administrator or supervisor.)

III. Specific Directions and Examples for: A. Open-ended items, B. Checklist items, and C. Rating-scale items.

A. Directions and examples for open-ended items. (For use with all "A" items listed under Areas I through XI of Chapter Two.)

Please give your frank opinion on each of the following questions.

Examples A_1

What were your most stimulating and challenging experiences in this course?

What were your least stimulating and challenging experiences in this course?

What specific things do you believe might be done to improve this course?

Example A_2

Indicate the strengths and weaknesses of each of the following as used in this course: text(s), lectures, discussions, small group sessions, films, speakers, field trips, library materials, assignments, grades, examinations. (The teacher will, of course, select only those which apply.)

Example A_3

The words and phrases below relate to this class. After each write your feelings or reactions. Each student sees his class differently, and I am interested in your reactions to this class. Will you please express how you feel, frankly and completely.

The way this class is being taught:

The assignments:

Other persons in the class:

I, as a member of this class:

What I have learned in this course:

Our class discussions:

The organization of this course:

The books we are using:

The content of this course:

The teacher's feelings about me:

(Note: The instructor may wish to leave more space between items than has been left above.)

B. Directions and examples for check-list items. (For use with all "B" items listed under Areas I through XI of Chapter Two.)

Check as many of the following items as apply. You may wish to jot down the reasons for your checks right after some of the statements.

Example B_1

Assignments (in general):

_____Challenging to student.

_____Encourage wide range of voluntary reading.

_____Too long _____Too difficult _____Not clear

_____Too short _____Too easy _____Clear

Comments: Feel free to add other comments about the assignments.

Example B_2

There follows a list of adjectives. Put a circle around each one that you believe describes the instructor of this course. Leave unmarked any which do not apply.

adaptable	fair-minded	quarrelsome
bitter	foolish	resentful
boastful	frank	resourceful
bossy	friendly	selfish
calm	hostile	snobbish
capable	immature	sociable
cheerful	industrious	superstitious
clear-thinking	inspiring	suspicious
complaining	intelligent	sympathetic
conscientious	intolerant	tactless
considerate	kind	understanding
cooperative	mature	unintelligent
demanding	modest	unkind
dependable	noisy	unstable
depressing	practical	warm
egotistical	prejudiced	weak
evasive	progressive	witty

C. Directions and examples for rating-scale items. (For use with all "C" items under Areas I through XI in Chapter Two.)

Indicate your response by checking in the appropriate place on each of the following items.

Example C_1

On the scale below check the point on the line which best describes the course or the instructor. Use the space below to write any comments you may wish to make.

Instructor's knowledge of subject:

1	2	3	4	5
Poorly informed		Moderately well informed		Extremely well informed

Comments:

(Note 1: This can also be made into a 3, 7, 9 or some other point scale.)
(Note 2: The sample scale has three statements. Fewer or more statements can be used.)
(Note 3: The instructor may wish to place some of the favorable ends of the scales on the left side of the page.)
(Note 4: The format C_2 below can also be used.)

Example C_2

Check the answer that seems most accurate to you.

Instructor's attitude toward student thinking:

_____Strongly encourages expression of student viewpoint.

_____Usually permits student expression of opinion.

_____Allows little student expression.

_____Allows no expression of student viewpoint.

Example C_3

The words below might describe a person such as your instructor. Please put an X at some position on the scale between each pair of words to show your feelings or reactions. If neither word is appropriate to describe your instructor, mark N in the middle of the scale. Please express your feelings candidly.

My instructor _____
Name of instructor

Mark N if it does not apply

Friendly										Unfriendly
Fair										Unfair

(The paired terms below can be placed on same type of scale as those above.)

Active - - - - - - -Passive	Sad - - - - - - - - Happy
Weak - - - - - - - - Strong	Aloof - - - - - - - Sociable
Successful - - - - Unsuccessful	Hard - - - - - - - Soft
Predictable - - - - Unpredictable	Foolish - - - - - - Wise
Serious - - - - - - Humorous	Relaxed - - - - - - Tense
Excitable - - - - - Calm	Slow - - - - - - - - Fast
Sick - - - - - - - - Healthy	Intelligent - - - - - Ignorant
Warm - - - - - - - Cold	Good - - - - - - - Bad
Stimulating - - - - Dull	Encouraging - - - Nagging
Communicative - - Uncommunicative	Sincere - - - - - - Insincere
Enthusiastic - - - -Unenthusiastic	Rigid - - - - - - - Flexible
Patient - - - - - - Impatient	Even-tempered - - Bad-tempered
Efficient - - - - - -Inefficient	Thoughtless - - - - Thoughtful

IV. Ranking and Forced-Choice Approaches to Student Evaluation of Teaching and Learning

In addition to the open-ended questions, check-list items, and ranking-scales which will be illustrated in Chapter Two, there are other ways the teacher can obtain evaluative comments from students. Three of these approaches are illustrated below: A. Ranking courses, B. Ranking of course experiences, and C. Forced-choice method.

A. Framework for Ranking Courses

1. List the courses you are now taking. Rank them in terms of estimated value to you. Put a "1" after the most valuable course, a "2" after the next most valuable course, and so on till you have ranked all your courses including the one you are taking with me. (Note that these directions could easily be modified to provide for the ranking of courses in English, mathematics, graduate courses, etc.)

_____ _____

_____ _____

_____ _____

2. a. Describe your reason(s) for selecting the first course as the most valuable.

   b. Give reason(s) for designating the least valuable course.

B. Illustrative Framework for Ranking Course Experiences

Below is a list of some of the experiences you have had in this course. Rank them in order of the importance you think they have had or will probably have on your attitudes and behavior.

Put a "1" in front of the most important experience, a "2" in front of the next most important experience,and so on.

____Working on individualized assignments

_____Role playing

_____Using of multiple texts

_____Working in small groups in class

_____Listening to full period lectures

_____Participating in full period discussions

_____Writing anecdotal records

_____ _____
(Other: write in)

_____ _____
(Other: write in)

C. Framework for Forced-Choice Method

1. In each group, rank the statements as you believe they apply to your instructor. Give a rank of "1" to the phrase which most applies, a rank of "2" to the phrase which next most applies,and so on:

_____Plans the content of the course with students.

_____Instructor's examinations require thought and application of ideas.

_____Fair in dealing with students.

_____Enthusiastic about the subject.

2. Check the two statements in each group which are most descriptive of the instructor.

Example A:

_____1. Patient with slow learners.

_____2. Aims of lessons clearly presented.

_____3. Keeps interest and attention of class.

_____4. At ease before class.

Example B:

_____1. Well informed in related fields.

_____2. Encourages critical thinking.

_____3. Understands problems of students.

_____4. Grades tests fairly.

Example C:

_____1. Knows his subject extremely well.

_____2. Encourages students in critical thinking.

_____3. Lectures clearly.

_____4. Assignments are challenging.

3. In each group check one statement which is most descriptive and the one which is least descriptive of the instructor.

Example A:

Most	Least	
_____	_____	1. Fine personal bearing.
_____	_____	2. Adapts readily to new ideas.
_____	_____	3. Is well qualified in subject matter.
_____	_____	4. Puts class at ease.

Example B:

Most	Least	
_____	_____	1. Gives me practice in intellectual activities I am likely to use outside of school.
_____	_____	2. Seems interested in my welfare as a learner.
_____	_____	3. Leads discussions in an interesting and intellectually stimulating fashion.
_____	_____	4. Seems to have other concerns more important than his teaching.

Example C:

Most	Least	
_____	_____	1. Openmindedness in accepting student responses.
_____	_____	2. Poses significant questions.
_____	_____	3. Good sense of humor.
_____	_____	4. Friendly attitude toward students.

(Note 1: In Chapter Two, Area VI, Teacher Personality, the instructor can find other items which he might wish to use in the forced-choice type of items illustrated above.)

Chapter Two

ILLUSTRATIVE EVALUATION ITEMS IN THREE FORMS

(A. OPEN-ENDED, B. CHECK LIST, C. RATING SCALE)

I. General Evaluation of the Course

A. Open-Ended Illustrations

1. What were your most stimulating and challenging experiences in this course?

2. What were the least worthwhile experiences you have had in this course?

3. This course would have been more valuable to me if:

4. What would you say to a friend who asks you about taking a course with this teacher?

5. What do you regard as the course's major strengths?

6. What do you regard as the course's major weaknesses?

7. How can the course weaknesses be diminished?

8. I would suggest strongly that the following be retained when the course is given again:

9. What aspects of the course did you like particularly?

10. What do you consider to be one or more best features of this course?

11. What are the one or more least satisfactory features of the course?

12. How would you estimate the long-time usefulness of this course for you? Mention any strengths or weaknesses related to content, teaching approach, outside assignments, practical value, resources, instructor. Feel free to comment upon any other aspects of the course not included above.

13. How would you rate this course in comparison to your other courses? Why?

14. How well are you satisfied with your own efforts in this course?

15. What suggestions do you have for improving this course?

16. What did you find of most value in the course?

17. What did you find least valuable to you in the course?

18. What did the teacher fail to do that you felt would have been beneficial to you?

19. On which aspects or parts of the course do you have the most favorable opinion? Least favorable?

20. Are there any <u>specific</u> factors or problems that contribute to the success or lack of success of this course? Specifics making for success: Specifics making for lack of success:

B. <u>Check-List Illustrations</u>

21. _____I am profiting much from this class.

22. _____This course is helping me to answer some questions that I have had for a long time.

23. _____This course is interesting and rewarding.

24. _____The class stimulates me to explore further aspects of the subject matter.

25. _____This course is too general.

26. _____This course puts too much emphasis on details.

27. _____This course is challenging to me.

28. _____This course encourages me to learn on my own initiative.

29. _____This course fails to interest or challenge me.

C. <u>Rating-Scale Illustrations</u>

30. How do you like this course as compared with other courses you have had, including those you are now taking?

one of the best	below average
above average	one of the poorest

31. How would you describe the attitudes of the class toward this course?

very favorable	slightly unfavorable
fairly favorable	highly unfavorable
average	

32. Comparing this course with the other courses you are taking, how much do you feel you have learned about the subject matter?

I've learned: less from this course than from any other
less than the average course
about as much as the average course
more than in the average course
more than in any other course

33. If you were considering taking another course, would the fact that it was taught by the same teacher as this course be:
an added reason for taking it?
an added reason for not taking it?
immaterial?

34. To what extent has this course made you think?
very much
a good deal
average
somewhat
very little

35. How do you estimate the value of this course to you?
the most valuable
highly valuable
of average value
of little value
of no value

36. In your judgment this instructor ranks, in comparison with other instructors?
in the highest fifth
in the next to highest fifth
in the middle fifth
in the next to the lowest fifth
in the lowest fifth

37. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?
like very much
like fairly well
neither like nor dislike
dislike the subject
strongly dislike

38. How do you regard the class sessions?
never want to miss them
seldom want to miss them
do not care whether I attend
prefer not to attend
dislike attending them

39. In relation to the courses I am now taking, this course is:
very theoretical
somewhat theoretical
average in balance between theory and practical applications
somewhat practical
closely related to practical applications

II. Course Purposes and Goals

A. Open-Ended Illustrations

40. To what extent do you understand the purposes and goals of the course? As you consider the course, what do you think they are?

41. What should the teacher do to make the goals of the course clearer and more understandable?

42. Are the purposes and goals of this course being attained? In what ways?

43. Do you feel that the goals of this course have practical applications for you? Please explain.

B. Check-List Illustrations

44. Purposes of course reasonably clear.

45. Students helped to set goals.

46. Teacher tried to dictate goals without student help.

47. Teacher concerned with long-time values of course to student.

C. Rating-Scale Illustrations

48. Course objectives?
    clear and understandable
    vague at times
    difficult to determine

49. How much class time did the teacher and students spend in developing the goals, objectives, and purposes of this course?
    does not apply
    teacher determined course objectives, course goals and purposes
    not mentioned
    too little time
    about the right amount
    too much

III. Course Content and Resources

A. Open-Ended Illustrations

50. Comment on each of the following resources used in this course: text(s), films or other audio-visual devices, speakers, student panels, library materials, field trips. Please give reasons for your reactions.

51. In general, what did you like and what did you dislike about the textbook(s)?

52. Give the numbers of the one, two, or three chapters of the text(s) which you found most interesting. Please give reasons.

53. Give the numbers of the one, two, or three chapters in the text(s) which you found least interesting. Please give reasons.

54. To improve the course, what additional materials or other resources would you suggest?

55. What suggestions do you have for additions or improvements in the bibliography (references) used in the course?

56. To what extent have the outside readings in the course been useful to you?

57. To improve the course, what changes in its content would you suggest?

58. How do you feel about the readability for you of the textbook in this course?

B. Check-List Illustrations

59. Good use made of resources: (Check those that apply)
____libraries, ____outside speakers, _____students, _____films, ____field trips, _____other instructors.

60. Course content: (Check as many as apply) ____related to other areas of knowledge, _____challenging, _____related to students' interests, _____obvious, _____thought provoking.

61. Textbook(s): _____readable, _____interesting, _____well organized, _____too difficult, _____too much reliance on, _____too elementary.

62. This course provided too much coverage of materials already well known to me. _____

C. Rating-Scale Illustrations

63. The course content has been:

very valuable	of little value
somewhat valuable	of no value

64. In relation to my textbooks in other courses this semester, the textbook(s) in this course is (are):

very difficult	easy
difficult	very easy
average in difficulty	

65. How valuable and "meaty" is the content of the course?

everything is valuable	course is often thin in content
much is valuable	course contains very little of value
fair amount is valuable	

66. The content of this course is:

mostly new to me	very little new
partly new	

IV. Course Organization and Methods

A. Open-Ended Illustrations

67. How can the teacher improve in his methods of teaching?

68. What did you like about the instructor's way of teaching?

69. What did you not like about the instructor's method of teaching?

70. What parts of the course do you think have been well taught? Poorly taught?

71. How would you evaluate the class lectures?

72. How would you evaluate the class discussions?

73. What would you say are the greatest general advantages and disadvantages of the teaching procedures used in this course?

Advantages	Disadvantages

B. Check-List Illustrations

74. Course well organized by teacher alone
75. Course well organized by teacher and students

76. Course poorly organized by teacher and students
77. Course poorly organized by teacher alone

78. Lectures generally profitable

79. Group discussions generally profitable

80. Not enough class discussion
81. Too much class discussion

82. Atmosphere too formal
83. Atmosphere too informal

84. The course impressed me as being up to date
85. The course is out of date

86. Teacher provides ample opportunity for discussion

87. Teacher clarifies issues

88. Too much time used by a few students

89. Teacher encourages all to participate in discussions

90. Teacher gives students many chances to make decisions concerning work of the class

91. Teacher maintains good balance between pupil and teacher participation

92. Teacher makes visible effort to improve teaching-learning situation

93. Teacher criticizes constructively

94. Course seems to give appropriate weight to various subjects

C. Rating-Scale Illustrations

95. How well does the instructor assist students in knowing why they are learning certain things?
    among the best instructors I have had in this respect
    better than most instructors
    about average in this respect
    below average (not as good as most instructors)
    among the poorest instructors I have had

96. How much opportunity did you have in class sessions to express your own opinion and ideas?
    as much as I wanted or was able to use
    more than in the average class
    as much as in the average class
    less than in the average class
    practically none

97. How much opportunity did you have in class sessions to develop skill in working with others?
    all I could possibly use
    more than an average amount
    an average amount
    very little
    none

98. Teacher's attitude toward questions:
    skillful in drawing out questions
    encourages questions
    avoids certain questions
    ignores most questions

99. Teacher's ability to explain:
    the instructor's explanations usually puzzle me
    I frequently feel the instructor can make points clearer
    I usually understand the instructor's explanations
    the instructor's explanations are always clear

100. Availability of instructor for consultation:
    instructor always available for consultation
    sometimes could not find instructor at arranged times
    impossible to see instructor--never seemed available
    had no occasion to consult instructor

101. Sense of proportion:
    achieves desirable balance between important topics and details
    occasionally stresses details, neglects important topics
    often neglects important topics for unimportant details

102. Course activities are:
    in line with course objectives
    related but not wholly in line with course objectives
    poorly organized; course objectives slighted
    confusing; no relation to course objectives

103. Class discussion:
    highly valuable — largely a waste of time
    often unprofitable

104. How do you feel about the teaching procedures (e.g., lectures, discussions, small groups, independent work, etc.) in this course?
    are unusually valuable learning experiences
    I am well satisfied with these teaching procedures, an interesting learning experience
    on the whole I am satisfied with these teaching procedures, I have no strong feelings one way or the other about teaching procedures
    a somewhat disappointing learning experience
    on the whole I am quite dissatisfied with these teaching procedures, a very disappointing learning experience

V. Teacher Knowledge of Subject Matter

A. Open-Ended Illustrations

105. In comparing this teacher with the teachers you are now having:

a. To what extent would you say he knows the subject matter of course?

b. How extensive would you say his cultural background is?

106. The instructor's knowledge was best illustrated in which part(s) of the course?

107. In which area(s) do you feel the instructor's knowledge is weak?

108. The teacher seems to have much information on:

109. The teacher seems to know little about:

B. Check-List Illustration

110. Instructor: ____sticks close to book, ____has to look at text-book to answer questions raised by students, ____often says: "look it up yourself," ____rarely makes suggestions about where to get additional information on subject, ____suggests many new and stimulating ideas about subject studied, ____gives complete, adequate, and satisfying answers to questions, ____shows evidence of broad cultural background, ____fails to enrich discussions with illustrations from related areas, ____knows subject matter, but has strong prejudices in favor of some aspects, ____appears to have serious gaps in his knowledge of subject matter in course area, ____tries to bluff when he doesn't know the facts, ____knows the field well enough but frequently goes off on tangents.

C. Rating-Scale Illustrations

111. To what extent does the work of the instructor impress you as indicating mastery in the field of this course?

very markedly
markedly
average
little
very little

112. Instructor's preparation for class session:

frequently forgets teaching materials; obviously unprepared
apparently does a minimum of preparation
well prepared
outstanding

113. Instructor's knowledge of subject:
seems to know the subject extremely well
knows the subject well
seems moderately well-informed
appears to be poorly informed

114. How much evidence is there that the instructor has broad experience in his field aside from book knowledge?
frequent evidence — a little evidence
fair amount of evidence — no evidence

VI. Teacher Personality

A. Open-Ended Illustrations

115. What traits of the teacher would you particularly like to have as your own?

116. Considering the teacher as a person, as well as a teacher, what changes would you recommend that he make in his personal behavior, his traits, his mannerisms, his approach to students?

117. Does the teacher have any annoying habits, either of speech or action, that you wish he would break? If so, please name them.

118. What is there about this instructor that you especially like or dislike? List his good points and poor points.

Good	Poor
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

B. Check-List Illustrations

119. Enthusiastic about subject

120. Attitudes toward students: (Check those which apply)
____accepting, ____nonaccepting, ____intolerant, ____tolerant, ____pleasant, ____unpleasant, ____shows favoritism, ____shows no favoritism, ____disregards ideas of individuals, ____accepts ideas of individuals, ____disregards feelings of individuals, ____is sensitive to feelings of individuals, ____autocratic, ____democratic, ____sarcastic, ____kindly in comments, ____impatient, ____patient, ____discourteous, ____courteous, ____friendly, ____unfriendly, ____consistent, ____inconsistent, ____hurried in class activities, ____at ease at all times, ____unruffled by problems developing in the classroom, ____frequently depressed, ____cheerful, ____monotonous, ____dynamic.

121. Fails to command the respect of the class

122. Listless

123. Antagonizes students

124. Energetic and forceful

125. Ill-mannered

126. Displays sympathy and understanding

127. Fair in dealing with students

128. Fails to admit the limitations of his knowledge

129. Expression is crude

130. Avoids difficult questions which students bring up in classes

131. Teacher speaks: _____too slowly, ____too loudly, ____too softly, ____too rapidly, _____too much about himself, _____in a monotone, _____in a pleasing and well-modulated voice.

132. Makes fun of students

133. Is too petty and unnecessarily critical

134 Refuses to admit error after making a mistake or a misstatement

135. Shows definite relief when the class period is over

136. Unwilling to give individual help outside of class

137. Appears bored and shows little interest in teaching

138. Has poor sense of humor

139. Has good sense of humor

140. Has an irritating mannerism(s) or gesture(s). Please list

141. Uses certain expressions too often

142. Boastful

143. Understands student needs and problems

144. Interested in student views

145. Treats students in a way their maturity warrants

146. Takes constructive criticism easily

C. Rating-Scale Illustrations

147. Instructor as a "human being":
attractive personality, would like to know him
satisfactory personality
rather unattractive personality
not the kind of person you would like to know

148. Attitude toward student effort:
exceptionally appreciative of student effort
encourages effort
occasionally recognizes effort
indifferent to effort
discourages

149. Instructor's attitude:
discourages and depresses me
contributes little to my development
stimulates me to improve
serves as a real inspiration to achievement

150. Range of interests and culture:
instructor has very broad interests and culture; frequently relates course to other fields and to present-day problems

instructor has fair breadth of interests and culture; occasionally relates subject to other fields and to present-day problems

instructor is narrow in his interests and culture; seldom relates subject to other fields or to present-day problems

151. When there are conflicting theories in a field, it is desirable for an instructor to present all sides of the point in question. From this standpoint the instructor may be said to be:
almost always intolerant of any point of view but his own
sometimes open-minded, sometimes intolerant
usually open-minded, rarely intolerant
almost always open-minded

152. Tolerance:
welcomes differences of opinion
somewhat impatient when students oppose his views
easily aroused to temper by opposition

153. Tolerance:
recognizes and upholds right of student to have and express differences of opinion
tolerates but does not welcome opposing student opinions
intolerant of student opinion

154. Ability to express thought:
words come easily, meaning always clear
some hesitation for words, meaning sometimes not clear
much hesitation for words, meaning often not clear

155. Interest and enthusiasm of instructor:
very enthusiastic and interested
seems only mildly interested
course seems irksome to him

156. Self-confidence:
sure of himself; meets difficulties with poise
fairly self-confident; occasionally disconcerted
hesitant, uncertain

157. Mannerisms:
no mannerisms which distract or annoy
occasional mannerisms which distract but which do not annoy
mannerisms which annoy

158. Sense of humor:
has keen sense of humor
humor occasionally but not often exhibited
shows little or no humor

159. Attitude toward students:
sympathetic, helpful, actively concerned
moderately sympathetic
routine in attitude--avoids individual contact
distant, aloof, cold

160. Instructor's willingness to help students:
always willing to help
usually willing to help
unwilling to help

161. The teacher:
welcomes conferences and exerts himself to be understanding and helpful
tolerates conferences and is sometimes helpful to student
seems to be too busy to afford much time or thought to the student's problems

162. Open-mindedness of teacher:
welcomes differences of viewpoint
tolerant
does not encourage differences of opinion
dogmatic, does not accept contradiction of his viewpoint

163. Attitude toward teaching:
seems to be enthusiastic about teaching
sometimes enthusiastic; sometimes not enthusiastic
seems indifferent
does not seem to enjoy teaching

164. Instructor's prejudices and biases:
does not seem to have personal convictions
has personal convictions but tries to present both sides of the story
has strong personal convictions and attempts to produce students who will share his point of view to the exclusion of all others

165. Personal appearance:
is always neatly dressed
usually is neatly dressed
often untidy
slovenly and haphazard

166. Voice:
voice audible
voice somewhat disquieting
voice distractive
voice scarcely audible

VII. Human Relations in the Classroom

A. Open-Ended Illustrations

167. Why is your relationship with the instructor better or worse than with other instructors?

168. What is the general "climate" of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?

169. How do you find the relations between teacher and pupils in this course as compared with other courses you are now taking?

170. How do you find the relations between students in this course as compared with other courses you are now taking?

B. Check-List Illustrations

171. Students: (Check those which apply)
____enter freely into activities, ____appear relaxed, ____are orderly without specific directions from the teacher, ____are noisy, disturbing, ____work concentratedly, ____are restless, ____participate half-heartedly, ____are rude to teacher and/or each other.

172. Students feel free to discuss various aspects of the course with the teacher.

173. Teacher seldom available for conference with student.

174. Students feel free to discuss personal problems with teacher.

175. Teacher encourages free expression of ideas.

176. Teacher provides students with many opportunities to make decisions.

C. Rating-Scale Illustrations

177. What is the feeling between the instructor and the students?
excellent mutual understanding and good will
better human relations than in most classes
about average
not as good rapport as in most classes
little mutual understanding, poor human relations

178. Instructor's attitude toward students:
always courteous and considerate
usually courteous and considerate
unsympathetic and inconsiderate
arouses antagonism of students

179. Instructor's fairness:
absolutely fair and impartial to all
usually fair
has some favorites in class
constantly shows partiality

180. If I have a problem relating to the course, my instructor:
seems definitely annoyed when I wish to discuss it with him
discusses it with me, but acts as though I am bothering him
seems willing to discuss it with me
generally acts as though he wants me to discuss it with him
definitely encourages my discussing such problems with him

181. Class decisions:
meets difficult situatins with poise and confidence
occasionally loses poise
frequently loses control

182. Class atmosphere:
too formal and uncomfortable
formal but not strained
warm, democratic; class and instructor work together

183. Student-instructor planning:
instructor encourages student participation in planning and organizaing class objectives and activities

instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities

planning is chiefly by instructor; instructor is indifferent to students' criticisms and suggestions

planning is by instructor, and student participation is discouraged

184. The group methods used have been:

very valuable	of little value
somewhat valuable	of no value

VIII. Encouragement of Thinking

A. Open-Ended Illustrations

185. Are you doing more reading, work, or research on your own as a result of taking this course?

186. In comparison to other courses you are taking, to what extent has this course made you think?

187. How can the instructor foster student thinking?

B. Check-List Illustrations

188. Helps students develop critical attitudes

189. Helps students develop scientific attitudes

190. Encourages students to think

191. Dogmatic, intolerant of disagreement

192. Encourages and values disagreement

193. Encourages students to search for disagreement

C. Rating-Scale Illustrations

194. To what extent has this course encouraged you to think?

very much	little
much	very little

195. Do the instructor and the course stimulate independent thinking?
- to an unusual degree
- much
- moderately
- little
- encourages rote memory work only

196. Instructor stimulates thinking:
- frequently
- occasionally
- infrequently

197. Instructor's respect for student thinking:
- ideas of students not welcomed
- ideas of students accepted but not encouraged
- free expression of ideas encouraged

198. The stimulation of free and critical thinking:
- student is stimulated to do free and independent thinking
- some opportunity for free and independent thinking
- free and independent thinking is not a conscious part of the course
- discourages free and independent thinking
- student feels he will be penalized for free and independent thinking

199. Instructor's attitude toward student thought:
- encourages expression of student viewpoint
- welcomes differences in viewpoint
- tries to be unbiased
- makes a one-sided approach to topics
- extremely biased, allows no points of view different from his to be expressed

200. Instructor's stimulation of intellectual curiosity:
- inspires students to seek more knowledge on subject
- maintains students' interest in subject
- occasionally interesting
- often dull
- destroys interest in subject

201. Abundance of novel and stimulating ideas and viewpoints:
- occasionally new and stimulating ideas
- hardly any new and stimulating ideas developed
- bland and routine class activities

IX. Assignments

A. Open-Ended Illustrations

202. What do you think of the assignments in this course?

203. What are your suggestions for improving the assignments in this course?

204. To what extent do the assignments challenge you?

205. Of what help are the assignments to you?

B. Check-List Illustrations

206. Challenging to students

207. Assigned papers evaluated to help me improve in my learning.

208. Assigned papers returned by teacher in a reasonable time.
209. Assigned papers not returned by teacher in a reasonable time.

210. Students should share more in planning the assignments.
211. Students should not share more in planning the assignments.

212. Too long
213. Too short

214. Too easy
215. Too difficult

216. Encourage wide range of voluntary reading

217. Too many written papers
218. Too few written papers

219. Too much required reading
220. Too little required reading

221. Dull

222. Routine

223. Often made late

224. Clear
225. Not clear

C. Rating-Scale Illustrations

226. How valuable are the assigned readings?

outstanding	sometimes worth reading
almost always valuable	a waste of time
usually valuable	

227. Assignments:

always clear	frequently not clear
occasionally clear	

228. Time devoted to the giving of assignments:
sufficient — insufficient
sometimes inadequate

229. Length of assignments:
always reasonable — sometimes unreasonable
generally reasonable — often unreasonable

230. Difficulty of assigned reading:
too difficult — too easy
of appropriate difficulty

X. Testing, Evaluating, Marking

A. Open-Ended Illustrations

231. What do you like about the tests in this course?

232. What do you dislike about the tests in this course?

233. How would you recommend that the tests or testing procedures be improved?

234. To what extent do quizzes and tests help you to learn?

B. Check-List Illustrations

Examinations:

235. Too few
236. Too many

237. Too long
238. Too short

239. Too easy
240. Too hard

241. Fair
242. Unfair

243. Cover important material
244. Cover unimportant material

245. Too detailed
246. Too general

247. Directions clear
248. Directions unclear

249. On ideas that can be applied
250. On ideas that cannot be applied

251. Based too much on memory

252. Require thought

253. Used as bases for subsequent learning
254. Not used as bases for subsequent learning

255. Help in organizing concepts learned

256. Help in evaluating student progress

257. Help in developing critical thinking

258. Help in applying theoretical ideas to real problem situations

259. Help provide for review

Evaluation:

260. Fair
261. Unfair

262. Overemphasized
263. Underemphasized

264. Assists me in learning
265. Does not assist me in learning

C. Rating-Scale Illustrations

266. Number of examinations:
too few — about right — too many

267. Questions in examinations:
often ambiguous — usually clear — occasionally ambiguous

268. Examinations' length:
about right — too short — too long

269. Examinations' difficulty:
too elementary — about right — too difficult

270. Fairness in evaluation:
very fair and objective — unfair — usually fair

271. Evaluation of achievement:
students and instructor plan together to achieve course objectives
instructor gives course objectives
course objectives of no apparent concern to instructor

272. Use of the examination as a teaching device:
teacher helps individual student to understand strong and weak features of his examination results
exams returned with no plans for improvement formulated
teacher uses examinations infrequently to help in learning

273. Examination coverage of course content:
very thorough and complete
reasonably complete
average
somewhat inadequate coverage
very incomplete

274. Cheating on examinations:
rampant — none of which I am aware
infrequent

275. When I receive a grade in a quiz, examination, or paper, I feel that my instructor has given careful and impersonal consideration to all factors involved:
almost always — infrequently
usually — almost never

276. Timing of examinations:
too close to each other — too much spread out
all right

XI. Amount of Time and Work on Course

A. Open-Ended Illustrations

277. In relation to your other courses how much effort have you put into this course? Place any suggestions concerning homework here:

278. If you knew you would not receive a grade better than average, how would this affect your work in this course?

279. Do you feel that the time and work you spend on this course is worthwhile? Please explain.

280. Is the amount of time you spend studying for this course justified in terms of what you are learning?

B. Check-List Illustrations

281. The amount of work outside of class is about what I think it should be.

282. Requires more work than most other courses with similar credit.

283. Too much reading was expected.

284. Would profit more if the amount of recommended reading were decreased.

285. Would profit more if the amount of recommended reading were increased.

C. Rating-Scale Illustrations

286. Compared with other courses on this grade level and carrying an equal amount of credit, what amount of time have you put on study for this course?

more than any other
more than average
average
less than average
less than any other

287. For my preparation and ability this course is:

too difficult
about right
too elementary

288. In general, how often do you prepare for this course?

for every class meeting
for most class meetings
for occasional class meetings
before quizzes and final examination only
only for the final examination

289. Compared with other courses on this level and carrying an equal amount of credit, do you regard this course as being?

very hard
hard
average
easy
very easy

290. I would say that in relation to my other courses the amount of written work is:
    much more than the usual amount
    somewhat more than usual
    average in amount
    somewhat less than the average
    much less than the usual amount

291. In relation to other courses, to what extent has this course motivated you to work for it?
    practically no motivation
    less motivation than others
    about average motivation
    more motivation in this course than others
    felt considerably more enthusiastic about working for this course than for others

Chapter Three

ANNOTATED REFERENCES FOR FURTHER STUDY OF TEACHER SELF-EVALUATION

Amatora, Sister M. "Self-Appraisal in Teacher Personality." J. Ed. Psychol. 46:94-100; 1955.

Seeks to ascertain relationship between teacher self-ratings and ratings by peers. Scale consists of 36 characteristics.

Amatora, Sister M. "Validity in Self-Evaluation." Ed. and Psycholog. Measurement 16:119-126; 1956.

Useful discussion of some self-evaluation problems. Experimental subjects are 200 boys and 200 girls in grades four through eight.

Anderson, Carl Leonard. "The Student Looks at His Learning." Improving Coll. and Univ. Teaching 2:63-4; August 1954.

Gives detailed description of methods of appraising teaching by students at Oregon State College. Also describes revised appraisal form.

Anikeeff, A. M. "Factors Affecting Student Evaluation of College Faculty Members." J. Applied Psychol. 37:458-60; 1953.

Merit rating scores assigned to faculty members by students are correlated with (a) grading leniency and (b) absences in instructor's classes.

Bendig, A. W. "A Factor Analysis of Student Ratings of Psychology Instructors on the Purdue Scale." J. Ed. Psychol. 45:385-393; 1954.

Three factors account for 80% of the variance: a general factor permeating the scales, and two group factors labeled "Instructional Competence" and "Instructor Empathy."

Bradley, Gladyce H. "What Do College Students Like and Dislike about College Teachers and Their Teaching?" Ed. Administration and Supervision. 36:113-120; 1950.

Reports on 1,595 student responses to two questions: (a) What do you like about college teachers and their teaching? and (b) What do you dislike about college teachers and their teaching?

Coffman, W. E. "Determining Students' Concepts of Effective Teaching from Their Ratings of Instructors." J. Ed. Psychol. 45:277-386; 1954.

Ratings by 2,000 students for 18 specific traits and general estimates of instructors' effectiveness are used to determine students' concepts of effective teaching.

Cosgrove, D. J. "Diagnostic Rating of Teacher Performance." J. Ed. Psychol. 50:200-204; 1959.

Presents a modification of the forced-choice method for evaluating the effectiveness of the teaching performance which can alert the teacher to his strong and weak points.

Deutsch, Morton, and Solomon, Leonard. "Reactions to Evaluations by Others as Influenced by Self-Evaluations." Sociometry 22:93-112; 1959.

Investigates some of the relationships between the way one evaluates himself and the way he tends to view others who esteem him and those who view him negatively.

Downie, N. M. "Student Evaluation of Faculty." J. Higher Ed. 23:495-496, 503; December 1952.

Reports on 16,000 faculty ratings by students at Washington State College. Comparisons are by size of class, rank and age of professors, degrees held, sex, and length of service at the college.

Drucker, A. J., and Remmers, H. H. "Do Alumni and Students Differ in Their Attitudes Toward Instructors?" J. Ed. Psychol. 42:129-143; 1951.

To what extent do ratings of instructors change with the maturity of the rater? Are judgments made by undergraduates of their instructors valid in terms of permanence and maturity?

Festinger, L., Torry, J., and Willerman, B. "Self-Evaluation as a Function of Attraction to the Group." Human Relations 7:161-174; 1954.

Reports on an experiment designed to test the theory "that the stronger the attraction of members to a group, the stronger will be the feelings of inadequacy on the part of those scoring less well than others and the stronger will be the feelings of adequacy on the part of those scoring as well or better than the others in the group."

Fults, Anna Carol. "Evaluating College Teaching." J. of Home Economics 44:21-22; January 1952.

Suggests six methods for evaluating college teaching.

Geen, Elizabeth. "Student Evaluation of Teaching." Bulletin Am. Assoc. Univ. Professors 36:290-299; 1950.

Reviews articles that have appeared in the AAUP Bulletin and offers some suggestions.

Goode, D. "The Centrality of Evaluation." Improving Coll. and Univ. Teaching 8:16-18; Winter 1960.

Encourages a greater concern for "evaluation in teaching-learning." Particular emphasis is placed on aims and procedures.

Hemphill, J. K. "Leadership Behavior Associated with the Administrative Reputation of College Departments." J. Ed. Psychol. 46:385-401; 1955.

Assessing the department in which a teacher operates can be one dimension of self-evaluation. Some criteria for such assessment are shown together with a picture of the relation of these to departments' "reputations."

Hoppock, Robert. "Student Reactions to Student Ratings." School and Society 76:293-295; November 8, 1952.

Reports responses of New York University students when asked to indicate anonymously "whether they thought the program of student ratings should be 'continued as it is', 'discontinued', or 'modified'."

Hudelson, Earl. "The Feasibility of Self-Supervision." J. Ed. Res. 45:335-347; January 1952.

Pictures an analysis of teaching activities of one teacher based largely on a ten-year diary of lesson plans, successes and failures judged to be associated with them, and professional experiences and impressions.

Justman, Joseph, and Mais, Walter H. College Teaching: Its Practice and Potential. New York: Harper and Brothers, 1956.

A stimulating discussion for the thoughtful college instructor.

Lovell, G. D., and Haner, C. F. "Forced-Choice Applied to College Faculty Rating." Ed. and Psycholog. Measurement 15:291-304; 1955.

Describes construction and use of a forced-choice type rating scale to measure student evaluation of faculty. "Data are reported on the following: comparisons of ratings of teachers with varying sizes of classes; mean ratings assigned by men and women students; mean ratings assigned in required and in nonrequired courses; and mean ratings assigned by freshmen, sophomores, juniors, and seniors."

Maslow, A. H., and Zimmerman, W. "College Teaching Ability, Scholarly Activity, and Personality." J. Ed. Psychol. 47:185-189; 1956.

Attempts to answer the question, "Is creativeness (research, activity in the field, writing) in a college teacher positively or negatively correlated with goodness of teaching?" Students rate faculty and faculty rate colleagues in their own department.

McEachran, Ailsa E. "Revamping My Teaching." Improving Coll. and Univ. Teaching 9:23-25; Winter 1961.

Depicts changes in the writer's teaching as a result of summer study in graduate seminars on college and university teaching.

McKeachie, W. J. "The Instructor Faces Automation." Improving Coll. and Univ. Teaching 9:91-95; Summer 1960.

Helps instructors re-examine the complexities of the teaching situation and the various roles of the teacher.

McKeachie, W. J., and Solomon, D. "Student Ratings of Instructors." J. Ed. Res. 51:379-382; 1958.

Describes validation of student ratings of instructors against the percentage of students who elect advanced courses.

Mueller, F. J. "Trends in Student Ratings of Faculty." Bulletin Am. Assoc. Univ. Professors 37:319-324; 1951.

Gives statistical evidence on growth of student rating practices.

Omwake, K. T. "The Relation between Acceptance of Self and Acceptance of Others Shown by Three Personality Inventories." J. Consulting Psychol. 18:443-446; 1954.

Reports on the relation between the way an individual sees himself and the way he sees others.

Popham, W. James, and Trimble, Robert R. "The Minnesota Teacher Attitude Inventory as an Index of General Teaching Competence." Ed. and Psycholog. Measurement 20:509-512; 1960.

Study finds evidence that "the MTAI may be utilized not only as an index of the type of social atmosphere a teacher will maintain in the classroom, but also as an indication of a teacher's general competence." The test can be self-administered.

Remmers, H. H. Introduction to Opinion and Attitude Measurement. New York: Harper and Brothers, 1954.

Useful as background for getting students' reactions.

Remmers, H. H., Gage, N. L., and Rummel, J. F. A Practical Introduction to Measurement and Evaluation. New York: Harper and Brothers, 1960.

Although not particularly keyed to instructor self-evaluation, gives useful measurement orientation.

Riley, John W., Jr., Ryan, B. F., and Lifshitz, M. The Student Looks at His Teacher. New Brunswick, New Jersey: Rutgers University Press, 1950.

"An inquiry into the implications of student ratings at the college level."

Russell, H. E., and Bendig, A. W. "Investigation of the Relations of Student Ratings of Psychology Instructors to Their Course Achievement When Academic Aptitude is Controlled." Ed. and Psycholog. Measurement 13:626-635; 1953.

Investigates some of the relationships between such factors as student attitudes, instructor effectiveness, predicted student grade, obtained grade, relative achievement.

Ryans, D. G. "Notes on the Rating of Teacher Performance." J. Ed. Res. 47:695-703; 1954.

Considers objections to ratings of teacher performance. Describes and indicates uses of the Classroom Observation Scale as used in the Teacher Characteristics Study.

Simpson, R. H. Improving Teaching-Learning Processes. New York: Longmans, Green and Co., 1953.

Places emphasis on auto-education for both the teacher and the learner. Chapters 7 and 8 deal respectively with evaluation and self-evaluation.

Simpson, R. H., and Brown, E. College Learning and Teaching. Urbana, Illinois: Bureau of Educational Research, University of Illinois, 1952.

Describes twelve scales for measuring the level of teaching-learning processes in college classrooms. Also reports results from nine colleges and universities where the scales were used.

Sledge, G. W. "Self-Evaluation, A Guide to Effective Teaching." Agricultural Ed. Magazine. 27:140-141; 1954.

Describes a self-evaluation process which can be adapted by teachers in other fields.

Stotland, E., and others. "The Effects of Group Expectations of Self-Esteem Upon Self-Evaluation." J. Abnormal and Social Psychol. 54:55-63; 1957.

The relation between a group's level of aspiration and an individual's self-evaluation is studied. Considers also the effect of self-esteem upon self-evaluation.

Weaver, Carl H. "Instructor Rating by College Students." J. of Ed. Psychol. 51:21-25; 1960.

The research is designed to investigate the following questions:

1. "Do students, when rating an instructor, tend to give him about the same kind of grade they expect to receive in the course?"
2. "Is student criticism of an instructor directed toward his personality and his teaching skill, i.e., does halo in one of these areas determine ratings in the other?"

The relation between student rating of an instructor's teaching skill and "a popularity halo" is considered.